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ABSTRACT

This two-part document explores the person-centered approach to performance-based teacher education as used by Project Change at the State University of New York College at Cortland. Part one discusses the program and its evaluation. Developed as part of a graduate program in early childhood education, the project is characterized by the following features: (a) students direct their own learning; (b) courses are practicum-centered; (c) the program is performance-based; (d) the program is developmental; and (e) the program seeks to develop teachers who are open to change and capable of fostering change in others. Evaluation of the program is conducted by three methods (a) constant process evaluation with feedback from staff and students; (b) comparative evaluation comparing project courses with other education courses at the college. Included in the evaluation are measures of student products and attitudes, and teacher behavior beyond the classroom; and (c) the Open Classroom Observation Inventory which documents the degree of openness in a teacher's classroom. Part two discusses philosophical and operational principles and competencies for a person-centered teacher education program based on a theory of human growth. A chart indicating competency objectives, assessment procedures, and illustrative student performance is included. (JS)

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Project Change

A PERSON-CENTERED APPROACH TO COMPETECY-BASED TEACHER EDUCATION

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AN OPEN, PERSON-CENTERED APPROACH TO PERFORMANCE-BASED TEACHER EDUCATION¹

Thomas Lickona
Director, Project Change

For those persons who don't know where Cortland is, I'd like to provide a little background. Cortland is a quiet town nestled in the sleepy hills of Central New York, about 35 miles south of Syracuse and 20 miles north of Cornell University. It's in the heart of the Finger Lakes region, a very pretty area of the State -- a lot of good wine comes out of those parts. It's also a conservative, old-fashioned kind of town; the people there like to say that Cortland is a place where sex is still dirty and the air is still clean.

In 1970, the State University College at Cortland had the good fortune to be selected by the Early Childhood Branch of the Office of Education as a site for a regional graduate program in early childhood education. Our first task was to develop from scratch a Master's Degree program for teachers of 3-10-year-old children. Our second objective was to work in an 8-county area with programs for young children that showed evidence of wanting to change, to move in some new directions. So from the outset, a measure of our performance as a program has been our success or shortcomings in building bridges between the College and the schools -- in developing the College as a resource center that helps teachers out on the firing line and helps schools create good programs for young children.

Over the last two years we have developed a program for early childhood teachers on which we think we can hang the shingle "Performance-Based," although it hangs a little crooked from some points of view. We decided somewhere along the way that changing teacher education and changing classrooms for children really meant only one kind of change, applied to two kinds of situations.

We decided that the same principles that hold for children's learning and development also hold true for teachers' learning and development. Teachers, like children, learn at different rates and in different styles. As Ruth Flurry, Chief of New York State's Bureau of Child Development, wisely points out, all adults tend to learn new things best when they get some concrete experiences before lots of abstract reasoning, when what they do is largely self-initiated rather than laid on, when they are in control of their learning rather than someone else, and when the risk of failure is low and the

¹ This paper is adapted from remarks given at a Northeastern Conference on Performance-Based Teacher Education sponsored by the American Association of Colleges for Teacher Education, Teacher Corps, and the U.S. Office of Education.

chance of success high. Adult learners, like children, should be active rather than passive; pooling their resources rather than competing; experimenting and creating; making choices; taking a good deal of responsibility for their own learning. In short, we decided that a good teacher education program should be like a good experience-based classroom for children.

This straightforward notion is the broad philosophical foundation on which we've tried to build a competency-based program. Before describing some of the nuts and bolts of that program, I would like to briefly sketch some of the other general assumptions or objectives that define our educational world view.

- (1) We believe that a good teacher education program should help teachers develop a new view of what schools are for. We agree with James Coleman that the primary purpose of schools should not be to "teach" children -- in the sense of didactically transmitting information and skills. We are much closer to Dewey's notion that true education is not direct teaching, but providing the conditions that support the development of the child -- through stages of intellectual and social-moral reasoning that are part of a natural growth pattern.

We agree with Bronfenbrenner's notion that schools should be a major force in improving the human ecology, in better integrating the lives of children and adults. That means a real effort to bring the community into the school, and the school out into the community. (This isn't always easy. One trucker, on his way to a school with a 100-foot steel girder, got stuck in the town's main intersection trying to negotiate the turn.)

We believe that schools should be organized to support the development of the child's sense of personal control over his environment -- the extent to which the child feels that he is in control of what happens to him, that he can make an impact on his environment, that he has the resources for success within himself. This is similar to the feeling that you are captain of your ship, master of your fate, and the opposite of the feeling that personal effort doesn't pay off, it's mostly a matter of luck, other people call the shots. The famous Coleman Report found that students who have a strong feeling of personal control are very likely to succeed in school, and that students who feel externally controlled are very likely to fail.

- (2) We also think that a good teacher education program needs to be person-centered first and performance-based second. Coleman has also said that the trouble with schools is that they always try to solve problems directly. If a kid can't do math, you step up the math lessons; if he can't read, you work like the devil to teach him how to read.

The indirect approach is to try to support the development of the person as someone who sees himself as competent; then the competencies will come. (Obviously this is an interactive process; one doesn't feel competent if one has never done anything

well.) In teacher education, this means creating the conditions under which teachers will develop a different view of themselves and their profession, a new sense of the possibilities, a feeling, as one teacher in our program expressed it, that "I as a teacher can try almost anything I want -- I don't have to sit back and take anyone's word for anything." Increasing the teacher's sense of personal control becomes, from this perspective, a basic objective of teacher education. This is a kind of change that may take longer to create than specific performances on specific teaching tasks, but the effects of a change in the teacher as a person can be profound and far-reaching. As some sage has written, "To be educated is not to have arrived at a destination, but to travel with a different view."

- (3) Finally, we believe with Silberman that the ultimate goal of education should be to create a more humane society. This belief is a return to the theme that a good teacher education program needs to consider ends, not just means; it needs a vision of what it's all about. I think there is a growing recognition among people in the performance-based teacher education movement that teachers need this existentialist vision of learning, and that the opportunities to develop it need to be part and parcel of any good competency-based program. Without that kind of vision, performance-based teacher education can become a kind of sterile IPI for teachers, with the whole being less than the sum of its parts. As Arthur Combs has put it, what education and society both need is not more efficiency, but more humanity.

The early childhood program in practice consists of the following courses:

INSTITUTE IN PERSONAL LEARNING AND CLASSROOM DEVELOPMENT
 LEARNING EXPERIENCES FOR YOUNG CHILDREN
 PROGRAMS AND THEORIES IN EARLY CHILDHOOD EDUCATION
 COPING WITH INDIVIDUAL DIFFERENCES IN THE CLASSROOM
 PIAGET AND DEVELOPMENTAL EDUCATION
 AN INTEGRATED APPROACH TO READING, COMMUNICATION SKILLS, AND
 THE LANGUAGE ARTS
 TEACHER STRATEGIES FOR CHANGE
 ENVIRONMENTAL SYSTEMS AND THE CHILD
 INDEPENDENT STUDY IN EARLY CHILDHOOD EDUCATION

These courses are defined by the following features.

#1. Students direct their own learning.

Students are free to choose from a wide range of "knowledge and behavioral competencies" the ones which best fit their interests and needs. In the course "Coping with Individual Differences," for example, a student first chooses the content areas (e.g., psychomotor development and self-concept development) in which to do his competency projects. He then selects a particular problem within each of those areas (e.g.,

a child he has observed is a sociometric isolate), and proceeds to do a more refined diagnosis or observation of the problem, design a strategy for coping with the problem, implement the strategy with the child, and evaluate its effectiveness. This comprises a "behavioral competency" project. As a corresponding "knowledge competency" project, the student might choose to prepare an annotated bibliography relevant to his content area that would be useful to other teachers. Or the teacher might opt to prepare a booklet of suggested coping strategies that could be employed by a parent or another teacher, or conduct a workshop in the behavioral competency for members of the course or for the home-school staff.

A kindergarten teacher wrote recently that for her, the greatest strength of the program is "being able to choose what you want to explore and having all the information and help and support you need to expand in that area."

#2. Courses are practicum-centered.

The vast majority of persons in the early childhood courses are part-time students who are full-time teachers in an area school. Most, therefore, have their own classroom as a daily practicum site. Class lectures and discussions are frequently organized around the content areas in which students do their field competency projects. There is an effort to integrate the practicum experience with academic work rather than simply add practicum to theory.

#3. The program is performance-based.

Course requirements are met entirely by doing field competency projects, e.g., developing a psychomotor program for an individual child, setting up an open classroom interest center, generating and using developmentally appropriate learning materials, or launching a parent volunteer program or a teacher resource center in a school. Since the students are spread far and wide throughout the region, the four-person program staff is able to directly observe the performance of only a small percentage of the graduate students (namely, the full-time students who are supported by fellowships). Typically, we rely on a form of student self-report: a slide presentation, a talk to the class, or a detailed written description of the project that is submitted to the instructor. The common denominator is that credit is earned by planning, carrying out, and documenting some kind of educational change. There are no examinations or term papers.

Moreover, there is no predetermined criterion of "performance success" in the competencies that students choose to acquire. Our feeling is that not only would it be impossible to specify in advance a success criterion for all the varied projects that students do, but it would most likely be stifling if we tried. The program at Cortland strongly encourages teachers to break new ground in their own development, in some cases to go out on a limb and risk failure. Beginning an informal classroom in a school that has none or giving your first workshop at a conference are behaviors that would be harder to elicit with some standardized criterion of success and failure staring the student in the face at the very outset. If you are looking for real growth in

teachers, you should define competence as willingness to undertake something significant and new and see it through to some level of development, if not completion.

#4. The program is developmental.

In keeping with the conception of an open classroom as self-developing and open to multiple possibilities, the program is conceived as organic, with growth and change defined as absolutely central. This means a lot of staff soul-searching, or what the evaluators call "process evaluation." It also means asking students to share the responsibility of developing a good teacher education program. We find, to paraphrase Ford, that some student has a better idea. One staff member reacts this way: "It liberates all kinds of resources, and it takes the instructor off a hook he shouldn't be on. You are no longer solely responsible for making a course a good experience; everybody is responsible." A student's reaction: "The creation of a free atmosphere in which students feel they can make criticisms and contributions is a marvelous achievement."

Out of this shared responsibility for the quality of the program comes a mutual respect and a collegiality between students and staff that are based on something real. Under conditions of mutual esteem, it is natural for people to be on a first-name basis, and they are. As Dorothy Cohen has recently said, where there is respect in a relationship, affection often follows.

#5. The program seeks to develop teachers who are open to change as persons and capable of fostering change in others.

The course in the program which does the most to put this principle into practice, "Teacher Strategies," is described in detail in Ruth Nickse's paper on "How to Change Schools from the Inside." The objective of this course is to help the teacher develop into a leader of change in the school -- to become effective in dealing with everyone who affects the educational experience of children: fellow teachers, parents, the principal, the school psychologist, the Board of Education.

The emphasis on change is really the heart and soul of the Project's program. Underlying this emphasis is a belief that it should be possible to create the conditions under which change is a natural process -- in persons and in schools. As Ruth Flurry has pointed out, that is the way we start out -- the developing child is not only open to change, but reaches out for it. It ought to be possible for people to recapture this kind of growth competency -- if the conditions are right.

The teachers who shoulder the heaviest responsibility for changing their schools are ten outstanding teachers selected from the region each year as graduate fellows in the program. At the same time that they are full-time graduate students, they are part-time teachers in

their home schools. The single most important thing these teachers do, we think, is to create a support system for teachers within their schools -- and competence in doing this should be a major objective, we think, of any performance-based teacher education program. Joseph Featherstone has written that teaching is a lonely profession, and a teacher trying to introduce change bears a double burden of loneliness. Teachers need support; they need it from their principals, and they need it from each other. In the past, they have been victims of the myth of competence -- four years of teacher training, and you should know what to do when you face a room full of kids. Performance-based teacher education runs a grave risk of giving the competence myth new life -- four years of performance-based teacher education and you'll be competent to solve all the problems those 30 kids present.

The truth, as we see it, is that people develop most of their competence on the job, and it's on the job, in the schools, that teachers most need a support system for their ongoing professional and personal development. Teachers who leave a college program with some skill in and motivation for developing such a support system have left with the most critical competence of all. The college, moreover, has a responsibility to actively support the ongoing development of such support systems in schools; it needs to follow-through with its graduates as they undertake change within and beyond their classrooms. Too often teacher education programs have been like many Headstart programs; there is no follow-through and consequently no lasting growth.

The best evidence of the worth of the Strategies course is what teachers have done and what they say about themselves. These are some of their responses to the question "What have you gained from this course?"

"Courage to speak my mind in public at board and school meetings. A deeper level of professional commitment."

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"A better understanding of the possibilities available to change what needs changing. This course is applicable to just about everything I do in my professional life."

#

"I have gained a better understanding of how the power structure in my school operates. I learned that I'm capable of implementing change -- that was a real shock to me!"

#

"I learned that you must believe totally in your goal, have all the data, stick to your topic, study each aspect without flinching, and then charge ahead!"

#

"I have gained confidence in my own ability to help bring about change. I have acquired skills in working with people in order to facilitate change. I have a much better understanding of the problems and process involved in change. I have also learned patience and a better understanding of the needs of teachers as people. I gained much courage."

7

What does evaluation look like in an open, person-centered performance-based program? In our program it takes three forms.

- (1) There is the constant process evaluation already mentioned -- feedback from staff and students and ongoing change. There are course evaluations, written and verbal, both during and at the end of courses. Much of the most valuable feedback comes through the one-to-one meetings that each full-time student has regularly with his or her "staff associate." The informal personal and professional relationship that develops through these meetings is in many cases the most important part of the program, the glue that holds everything else together, in addition to providing for monitoring of the student's learning.
- (2) There is a comparative evaluation underway¹-- comparing the new early childhood education courses with other education courses at the College. This study examines three dimensions of student learning and behavior:
 - (a) The products that students produce: the behavioral competencies they perform. This kind of evaluation simply points to the obvious evidence of tasks completed, work done. It recalls the story about the British head who was asked by two American psychologists for some data on the effectiveness of the open approach as practiced in his school. He got up, walked to his files, pulled out a huge leather portfolio filled with children's paintings, essays, poems, and plays they had written, plopped the portfolio on the table and said, "There, gentlemen, are my data."
 - (b) Student attitudes toward various aspects of their experience in a course (was it relevant, well-organized, open to student input, etc.) and toward their own sense of competence in the course content area (can they ask intelligent questions, discuss major issues, apply knowledge, etc.).
 - (c) Teacher behavior beyond the classroom, as measured by an instrument we developed called the Total Teacher Profile. It's designed to get raw descriptive data -- simple frequency counts -- on all of a teacher's professional activities that extend her sphere of influence

¹ a monograph on this evaluation study, now completed is available at a cost of \$2.50 from Project Change.

outside her own classroom: conferences attended, workshops given, committees chaired, meetings with the principal, any kind of informal sharing with colleagues, changes introduced in the school.

- (3) The third phase of the program evaluation uses an Open Classroom Observation Inventory developed by Wallberg and Thomas to document the degree of openness in a teacher's classroom. Here we are looking directly at performance and at everything that is going on in the teacher's classroom: how are time, space, and materials organized? Are children involved in learning? Is there evidence of record-keeping? Use of the community as a resource? And so on.

In the end, of course, it is what students say about their experience in a program that counts the most. One of our graduates recently said that the program helped her develop because "there were people who cared, who allowed me to learn in my own way, and who expected excellence." While she was in the program, this teacher wrote, "I am having great difficulty charting my growth as a teacher apart from my growth as a person...I have discovered talents I never knew I had." That kind of statement reaffirms our belief in the Socratic notion that true education, with teachers or children, is not putting in, but drawing out. In the words of the Prophet, the wise teacher "does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind."

I would like to close with something from Buckminster Fuller that returns to the idea that performance-based programs need to be person-centered. Buckminster Fuller writes in a moving photographic essay that

A child thinks in terms of wholes. He has big questions... he wants to understand the universe...But school tells him he has to take the parts first...A..B..C...1..2..3...And he never gets back to the wholes.

Teachers -- all adults -- also tend to think in terms of wholes, given the chance. They, too, frame questions that sweep across many realms of experience, given the chance -- questions like, "What is education for?" and "What kind of a society do we want to build?" Performance-based teacher education needs to nurture this tendency, not stifle it. It needs to avoid fragmentation and regimentation at all costs. It needs to give students enough freedom to fashion their own wholes, to synthesize their own educational world view that will sustain them in their mission to help children develop their fullest humanity.

Part II

PRINCIPLES AND COMPETENCIES

FOR A

PERSON-CENTERED TEACHER EDUCATION PROGRAM

This section delineates more explicitly the philosophical and operational principles underlying a person-centered approach to competency-based education as practiced by Project Change in its Master's Degree concentration in developmental early childhood education (for teachers of preschool and elementary school children).

Project Change's approach is offered as only one possible way of implementing competency-based teacher education. It is based on a particular theory of human growth. This approach has received highly positive evaluations from students in the program, support from a research evaluation of Project graduates, invitations to present at several national conferences on CBTE, and the 1973 Distinguished Achievement Award for Excellence in Teacher Education from the American Association of Colleges for Teacher Education.

PRINCIPLES OF PROGRAM DEVELOPMENT

1. The mandate to provide the learning conditions under which teachers develop professional competence has universal validity as a goal of competency-based teacher education; diverse means to that goal should, in an experimental and humanistic spirit, be encouraged.
2. The parameters defining the broad boundaries of what constitutes a sound competency-based program should pragmatically and ethically be a collaborative decision that respects the professional judgment and principles of the persons charged with responsibility of implementing the teacher education program.

PRINCIPLES OF TEACHING AND LEARNING

3. The approach to education that is most supportive of lasting growth is an organic, human development, and person-centered approach which emphasizes growth from within the person rather than behaviors modified from without in the manner of engineering. The organic model stresses creating the conditions, resources, experiences, and guidelines that maximize self-development. This necessitates allowing for choice on the part of the learner and precludes a linear sequence of instructional activities which are the same for all persons. Teachers opt, for example, to take different courses within the program, and to develop different competencies within the courses, depending upon initial level of development and personal interests.
4. The development of competence needs to be viewed in the context of the idea that teaching is an art, an expression and extension of the teacher as a person, rather than the implementation of a set of discrete technical skills. Consistent with this notion, competencies in professional practice are best seen as a synthesis of many behaviors expressed as a unity or "gestalt." In various individuals the components may be different and still form basically the same total competence pattern. *
5. In accord with a human development perspective, competency growth must be conceived as ongoing, extending well beyond the completion of the training program. Therefore it is important for a program to foster a desire and capability for continued professional development as well as to help support continuing teacher development (for example, through teachers' centers).
6. To enhance the student's internal sense of control over his own destiny, shown by research to profoundly affect learning, the program must involve students in decision making not only with regard to the individual path of learning but also with regard to the structure (options, requirements, resources, etc.) of the program itself. Students, in other words, must be encouraged to pass judgment on the "competence of the program" to support their development, and to assume an active responsibility for helping to improve the quality of their educational experience.

ASSESSMENT PRINCIPLES

7. From a human development perspective, competency achievement should not be assessed in terms of a single, predetermined criterion of "performance success." A program which encourages persons to become open to change, to break new ground in their own development and in some cases go out on a limb and risk failure, avoids confronting the learner in advance with a standardized criterion of success and failure. Competence is measured in relative rather than absolute terms. Both rate of competency development and final level of attainment will vary inevitably as a function of individual differences in initial level of capability, growth rates, interests and aspirations. *
8. Assessing competency development with working teachers in a graduate-level program, as well as the program content itself, differs from what might be desirable or feasible in assessing learning with in-experienced students in controlled conditions. Working teachers bring to the program an existing classroom which often labors under some imposed constraints, real or perceived. Realistically and ethically, teachers will largely set the classroom conditions under which they will demonstrate a new competence.
9. Assessment procedures must be multiple when students are scattered over a wide geographical region (as they are in the case of Project Change, which has students from a 10-county region in Central New York). Given present manpower, on-site field observation of teacher behavior is not always possible as an assessment procedure, and must be supplemented by various forms of student documentation and self-report of competency achievement. Project research which directly observed a sample of teachers as well as those field visits which do occur indicates the general validity of self-report as a measure of actual teacher behavior.
10. To aid learning, evaluation should support rather than threaten the teacher. This means that the evaluator needs to function simultaneously as a resource person, and that this role and the role of facilitating the teacher's own self-evaluation, are emphasized in staff-student interaction.

The above principles guide the formulation of the competency objectives and program methods that follow.

* We are indebted for parts of competency statements #4 and #7, as well as for the concept of "illustrative performance," to the Competency-Guided Teacher Training Project at the University of Texas at Austin, in particular to Darryl Townsend, Project Coordinator, for making a monograph on their Project available.

Educ. 628: INSTITUTE IN PERSONAL LEARNING AND CLASSROOM DEVELOPMENT
 (Team taught for 45 students; Consent of Instructor.)
Requirement: Must have a classroom.

COMPETENCY OBJECTIVES

ASSESSMENT: Procedure and Conditions

ILLUSTRATIVE S

1. Demonstrates a capacity to do an in-depth investigation of a personal interest in the context of a rich learning environment requiring independent decisions about the effective use of time and resources; is able to function in a situation parallel to a good experience-based classroom.

A second-grade Institute with the new personal interest enrich her program she participates in the Institute staff to be offered: creative study, photography, aesthetic education the student an overview able for an in-depth

1.1 Defines an area for personal investigation and reasons for choice.

Student submits Personal Investigation Plan early in Institute; discusses dev. of investigation in individual meetings with staff member and with staff and peers in regular small-group sessions; describes progress in weekly Personal Investigation Log submitted to staff member for reading and comments.

These start-up areas are combined sessions on "process" to equip the student valuable both in subsequent graduate work as: choosing a project goals, developing finding and using sources, using staff sources effectively, communication, communicating one's learning in other forms.

1.2 Demonstrates "internal locus of control" by seeking information needed to make decisions, evaluating alternatives, and assuming personal responsibility for quality of own learning experience.

Inferred through staff observation of student's activity during Institute, and from student's statements in conversation and in log.

1.3 Uses human and other resources wisely (able to meet own needs)

Same as for competency 1.2

1.4 Manages affective problems in learning (able to tolerate frustration, and restore personal equilibrium)

Same as for 1.2

After a period of face of many choices on creative writing study. She meets a person in this area Investigation Plan goals that she hopes Institute. She participates in instructor-led sessions and begins to specialize in creative writing in searching out

Educ. 628: INSTITUTE IN PERSONAL LEARNING AND CLASSROOM DEVELOPMENT (6hrs.)

(Team taught for 45 students; Consent of Instructor.)

Requirement: Must have a classroom.

ASSESSMENT: Procedure and Conditions

ILLUSTRATIVE STUDENT PERFORMANCE

Student submits Personal Investigation Plan early in Institute; discusses dev. of investigation in individual meetings with staff member and with staff and peers in regular small-group sessions; describes progress in weekly Personal Investigation Log submitted to staff member for reading and comments.

Inferred through staff observation of student's activity during Institute, and from student's statements in conversation and in log.

Same as for competency 1.2

Same as for 1.2

A second-grade teacher enrolls in the Institute with the objective of developing new personal interests that can be used to enrich her program for children. Initially, she participates in "start-up workshops" by the Institute staff in the interest areas to be offered: creative writing, nature study, photography, moral development, and aesthetic education. These sessions give the student an overview of options available for an in-depth personal investigation.

These start-up workshops on "content" areas are combined with learning-to-learn sessions on "process competencies" designed to equip the student with learning skills valuable both in the institute and in subsequent graduate courses, competencies such as: choosing a project, defining realistic goals, developing a timetable for learning, finding and using available learning resources, using staff and other human resources effectively, reading, self-evaluation, communicating with others, and documenting one's learning through writing and other forms.

After a period of frustration in the face of many choices, the student decides on creative writing as an area for in-depth study. She meets with the staff resource person in this area and develops a Personal Investigation Plan which identifies the goals that she hopes to meet through the Institute. She participates in a series of instructor-led sessions in creative writing, and begins to spend time on her own in creative writing experiences and in searching out available resources.

(cont.)

Educ. 628: INSTITUTE IN PERSONAL LEARNING AND CLASSROOM DEVELOPMENT ()
(Team taught for 45 students; Consent of Instructor.)

COMPETENCY OBJECTIVES	ASSESSMENT: Procedure and Conditions	ILLUSTRATIVE ST
5 Provides ongoing evaluation of institute experience and actively contributes to creating environment that meets participants' needs.	Student submits weekly written evaluation of Institute, and <u>makes suggestions for improvement</u> during small-group cluster sessions and weekly "class meeting"; personally <u>contributes</u> ideas and materials to provisioning the environment.	Additional staff resource meetings with chosen creative and written re Investigation clarify what s process of cre herself as a l
6 Documents personal learning through writing and other forms of representation.	Personal Investigation Log (ongoing) ; written " <u>P:ofile of a Personal Investigation</u> " submitted at end of Institute; <u>graphic display</u> of personal learning project.	After about seminars on cl gin. In these exchanges idea on how to exte gained from th experience int experiences fo the teacher se the Institute writing, for th activities. to read resour meet informal
2. <u>Relates sensitively and supportively to peers</u> ; shares ideas and helps colleagues with the development of their personal learning project and their classroom teaching.	Does student <u>serve as learning resource</u> for fellow participants during Institute sessions? Display understanding of and tolerance for viewpoints of others during small-group discussions and class meetings?	
3. <u>Develops a classroom which extends ideas and insights gained through personal learning into good learning experiences for children.</u>	The staff member that the student has chosen to work with regularly keeps abreast of the teacher's classroom development through <u>individual conferences and seminars</u> on extending personal learning into curriculum for children. The teacher, as part of the <u>Personal Investigation Log and Final Report</u> , describes changes planned and implemented in his or her classroom, how these changes relate to defined developmental goals for children, and how they draw upon the process and content of the teacher's own personal investigation.	From her writing, the the importance as a source o need for plen the necessity threatening l value of shar others engage decides that room need more time for class meeting
1 Identifies parallels between own learning as adult and learning process in children and applies this understanding to development of own classroom.		

ES	ASSESSMENT: Procedure and Conditions	ILLUSTRATIVE STUDENT PERFORMANCE
of tively ron-	Student submits weekly written evaluation of Institute, and <u>makes suggestions for improvement</u> during small-group cluster sessions and weekly "class meeting"; personally <u>contributes</u> ideas and materials to provisioning the environment.	Additional conferences with the staff resource person, cluster-group meetings with other teachers who have chosen creative writing as an area, and written reflections in her Personal Investigation Log help the student to clarify what she is learning about the process of creative writing and about herself as a learner.
through epresen-	Personal Investigation Log (ongoing) ; written "Profile of a Personal Investigation" <u>submitted at end of Institute</u> ; <u>graphic display</u> of personal learning project.	After about 1/3 of the Institute, seminars on classroom development begin. In these sessions the teacher exchanges ideas with other participants on how to extend knowledge and insights gained from the personal investigation experience into good creative writing experiences for children. On her own, the teacher seeks out participants in the Institute who have done creative writing, for their ideas on classroom activities. The teacher also continues to read resources in this area and to meet informally with the staff.
ortively elps ent of ect and	Does student serve as <u>learning resource</u> for fellow participants during Institute sessions? Display understanding of and tolerance for viewpoints of others during small-group discussions and class meetings?	From her own experiences in creative writing, the teacher comes to realize the importance of first-hand experiences as a source of ideas for writing, the need for plenty of uninterrupted time, the necessity of a supportive non-threatening learning situation, and the value of sharing one's efforts with others engaged in the same process. She decides that the children in her classroom need more concrete experiences, more time for writing activities, and a class meeting for sharing and discussing
xtends rough learn-	The staff member that the student has chosen to work with regularly keeps abreast of the teacher's classroom development through <u>individual conferences and seminars on extending personal learning into curriculum for children</u> . The teacher, as part of the <u>Personal Investigation Log and Final Report</u> , describes changes planned and implemented in his or her classroom, how these changes relate to defined developmental goals for children, and how they draw upon the process and content of the teacher's own personal investigation.	
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Educ. 628: INSTITUTE IN PERSONAL LEARNING AND CLASSROOM DEVELOPMENT
(Team taught for 45 students; Consent of Instructor.)

COMPETENCY OBJECTIVES	ASSESSMENT: Procedure and Conditions	ILLUSTRATIVE
3.2 Identifies appropriate developmental goals for own children ("What do you want your children to be?") in light of own learning experience and new knowledge about children.	(Described above: Individual conferences, seminars, Personal Investigation Log, and Final Report)	what they have done After attending in aesthetic education, her children also with other forms of art, dramatics, and begins to define her children: that different forms of personality they develop, through esteem for themselves
3.3 Extends the content area (e.g., creative writing, photography, nature study) of one's personal investigation into curriculum activities appropriate for own children.		
3.4 Develops other relevant dimensions of classroom (spatial organization, use of time, provisioning of materials, role of teacher) needed to support the kind of learning the teacher now wants for his or her children.		The participant her curriculum and incorporating ideas with particular such as spatial organization, and record-keeping meetings and the Participant shares the results with colleagues and staff experiences and materials with implementation
3.5 Documents classroom development and the connections to personal learning in the Institute.		

*When the Institute is offered during the summer session, the teacher's classroom development will consist of planning for implementation upon return to teaching in the fall. When the Institute is offered during the academic year, both planning and implementation can occur.

As a graphic investigation and teacher does a display of her own creative projects by the She also does a "I the different kind ren's learning that creative writing e reported in greater the teacher's Prof tion, submitted to close of the Insti

28: INSTITUTE IN PERSONAL LEARNING AND CLASSROOM DEVELOPMENT (6hrs.)
taught for 45 students; Consent of Instructor.)

ASSESSMENT: Procedure and Conditions

ILLUSTRATIVE STUDENT PERFORMANCE

(Described above: Individual conferences, seminars, Personal Investigation Log, and Final Report.)

what they have done.

After attending Institute workshops in aesthetic education, the teacher feels that her children also need broader involvement with other forms of creative expression -- with art, dramatics, and movement, for example. She begins to define her developmental goals for her children: that they be able to enjoy different forms of personal expression, and that they develop, through personal expression, esteem for themselves and others.

The participant gradually makes changes*in her curriculum and classroom organization, incorporating ideas from Institute sessions dealing with particular dimensions of the classroom such as spatial organization, materials development, and record-keeping. Through cluster meetings and the Personal Investigation Log, she shares the results of her classroom changes with colleagues and staff. They in turn share their experiences and make suggestions for dealing with implementation problems that arise.

As a graphic representation of her personal investigation and classroom development, the teacher does a display showing the development of her own creative writing and creative writing projects by the children in her classroom. She also does a "learning tree" diagram showing the different kinds of personal growth & children's learning that have branched out from the creative writing experiences. All of this is reported in greater detail in narrative form in the teacher's Profile of a Personal Investigation, submitted to her staff advisor at the close of the Institute.

Institute is offered during the teacher's class-
all consist of planning upon return to teaching the Institute is offered year, both planning and occur.

COMPETENCY OBJECTIVES

ASSESSMENT

ILLUSTRATIVE STUDY

1. Demonstrates ability to take a leadership role in bringing about educational change.

1.1 Demonstrates understanding of research on teacher as a person and professional

1.2 Demonstrates knowledge of organizational theory, characteristics of organizations in general & school in particular, and problem-solving approach to change in the schools

1.3 Carries out needs analysis of school and identifies area where change is needed and likely to be successful

1.4 Completes field-force analysis (who is for and against this change and how strongly)

1.5 Organizes support group to assist in implementing change

1.6 Plans change in sequence of steps with support group

1.7 Gains support of key persons or groups with power to affect success of change

1.8 Creates favorable advance publicity for planned change

1.9 Implements change

(1) Progress log submitted to instructor on monthly basis (reflects understanding of change process and provides running account of steps carried out in accordance with indicated problem-solving competencies)

(2) Individual conferences with students on progress log

(3) "A Case Study of Change": final report submitted to instructor at end of semester; documents observable change successfully implemented (including supplementary documentation such as newspaper articles), as well as analysis of any failures.

A third-grade teacher at a school where very little change has occurred over the years. The teacher's morale is generally low. He searches on teachers and asks them to think that the ideological resistance is a tendency to be a prospect of change. He is using Havelock's The Art of Innovation in Education to Innovation in Education. He has the idea that an apparent organization like the school is quite favorable to a change in the proper strategy.

Given the nature of the fact that children are over lunch hour (causing fighting and destruction) the teacher decides that an adventure playground such a project would be a spectrum of people in the community. His field study finds some persons who are informed and involve them who live across from the school and "don't want to be there" and the grounds maintained by the principal and the teacher seek the support of the community and organizes a task force to carry out the work of the school. This group presents

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ASSESSMENT

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- (1) Progress log submitted to instructor on monthly basis (reflects understanding of change process and provides running account of steps carried out in accordance with indicated problem-solving competencies)
- (2) Individual conferences with students on progress log
- (3) "A Case Study of Change": final report submitted to instructor at end of semester; documents observable change successfully implemented (including supplementary documentation such as newspaper articles), as well as analysis of any failures.

A third-grade teacher comes in from a school where very little change in program has occurred over recent years and morale is generally low. Exposure to research on teachers and principals leads him to think that the problem may not be ideological resistance to change so much as a tendency to be threatened by the prospect of change. The teacher's reading of Havelock's The Change Agent's Guide to Innovation in Education supports the idea that an apparently conservative organization like the school will respond quite favorably to a particular change if the proper strategy is used.

Given the nature of his school and the fact that children have little to do over lunch hour (causing problems such as fighting and destruction of property), the teacher decides there is a need for an adventure playground and a likelihood that such a project would be welcomed by a broad spectrum of people in the school and community. His field-force analysis identifies some persons who may be negative unless informed and involved: e.g., the residents who live across from the school play area and "don't want to look at any junk city") and the grounds maintenance men. He enlists the principal and the superintendent to seek the support of these potential opponents and organizes a task force to plan and carry out the work of building the playground. This group presents its proposal to the Board

COMPETENCY OBJECTIVES	ASSESSMENT	ILLUSTRATIVE S
Teacher Strategies (cont.)		
1.10 Evaluates change and plans for steps in future to assure its permanence		of Education, which community support the prospect of fa for the school, gr playground project constructed, child aggression decline A volunteer group tain the playground
2. Demonstrates a heightened sense of possibilities for teacher-initiated change and makes ongoing commitment to participation in a vehicle for raising the standards of the teaching profession and the quality of education in the schools	<u>Analysis of teachers' statements about personal leadership capacities</u> (e.g., "I gained much confidence in my ability to bring about change"; <u>record of teachers' involvement in change-oriented teacher organizations, centers, and so on.</u>	* * Teacher says at en acquired a 'can-do rationalizing inad is every teacher's education beyond t classroom." Actin helps found and be a new teachers' ce district.
3. Demonstrates ability to inform public about educational change in persuasive and non-threatening way	<u>Self-report on parent conferences</u> (success in explaining program), talk to PTA, etc.	Through a series o activity-centered port of group of p
4. Engages in effective efforts to disseminate expertise and information to professional colleagues (inservice education aimed at bringing more teachers into movement toward child-centered education)	<u>Written dissemination efforts; workshops given for other teachers (self-report); record of informal consultation with other professionals that resulted in some positive change.</u>	Teacher writes art ment program she t for Project Change (disseminated to s other states), and making the transi classroom for the ucation Conference

TIVES

ASSESSMENT

ILLUSTRATIVE STUDENT PERFORMANCE

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of Education, which, impressed by the community support for the idea and the prospect of favorable publicity for the school, grants \$2000 for the playground project. The playground is constructed, children enjoy it, and aggression declines over lunch hour. A volunteer group is organized to maintain the playground in the future.

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Analysis of teachers' state-
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gained much confidence in my
ability to bring about
change"); record of teachers'
involvement in change-
oriented teacher organiza-
tions, centers, and so on.

Teacher says at end of course, "I have acquired a 'can-do' attitude instead of rationalizing inaction; I now believe it is every teacher's right to influence education beyond the doors of her own classroom." Acting on that belief, she helps found and becomes co-director of a new teachers' center in her school district.

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Self-report on parent con-
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etc.

Through a series of special sessions on activity-centered education, gains support of group of parents in school.

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Written dissemination efforts;
workshops given for other
teachers (self-report); record
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other professionals that re-
sulted in some positive change.

Teacher writes article on parent involve-
ment program she initiated in her school
for Project Change Mini-Book-A-Month
(disseminated to schools in New York &
other states), and gives workshop on
making the transition to a child-centered
classroom for the college's annual Ed-
ucation Conference.

Program Experience: Field-Based Course in LEARNING EXPERIENCES FOR CHILDREN (3-6 hrs
(year-long, located on-site in area school))

COMPETENCY OBJECTIVES

ASSESSMENT

ILLUSTRATIVE STUD

1. Develops and implements "child-centered curriculum"

1.1 Given a "traditional" curriculum unit, makes it more child-centered, i.e., more likely to develop thinking vs. rote learning, more responsive to individual differences, personal interests, the need for active experience, and so on.

1.2 Articulates the ways in which a given curriculum experience is a child-centered or not child-centered.

1.3 Plans and graphically represents possible extensions of a curriculum project.

1.4 Implements a child-centered approach to a curriculum area and documents children's learning through written and graphic representation.

2. Develops the classroom structures that support implementation of child-centered curriculum.

Classroom observation and consultation by instructor at request of student, observations from these visits feeding back into class course discussions.

Written essays or journals by students reflecting upon the meaning of reading on child-centered approach for their classroom teaching, with concrete examples of how their teaching is changing.

Curriculum Sharing Papers: either a series of short papers, or a longer single paper, describing in step-by-step fashion the development of a more child-centered approach to curriculum in one or more areas of the teacher's room/program. Sharing papers are written in such a way as to clearly document the growth of teaching competency and to be useful as a practical resource for other teachers, for whom copies of desired papers are duplicated. Sharing papers also become permanent resources

A 4th-grade teacher "opening up" her a more child-centered standard social studies a series of experiences children in actively the places and people community, both by going in the community and persons come into the about or demonstrate children choose which experiences in the community to pursue in greater class, develop a photo their subsequent involvement old people's Reconstruction individually expressed in different ways, some writing letters met, some painting painting on a class newspaper children in the school experiences.

The teacher does with a curriculum text did, with anecdotal weekly activities of and with folders of develops a social studies

Experience: Field-Based Course in LEARNING EXPERIENCES FOR CHILDREN (3-6 hrs.)
(year-long, located on-site in area school)

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ASSESSMENT

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are duplicated. Sharing papers
also become permanent resources

A 4th-grade teacher decides to be-
gin "opening up" her classroom by taking
a more child-centered approach to the
standard social studies unit. She plans
a series of experiences involving the
children in actively learning more about
the places and people in their own com-
munity, both by going out to spend time
in the community and by having various
persons come into the school to talk
about or demonstrate their work. The
children choose which of their experi-
ences in the community they would like
to pursue in greater depth and, as a
class, develop a photographic essay on
their subsequent involvement with the
old people's Reconstruction Home. Child-
ren individually extend this experience
in different ways, some writing stories,
some writing letters to people they have
met, some painting pictures, some work-
ing on a class newspaper to tell other
children in the school about their ex-
periences.

The teacher documents this activity
with a curriculum tree of what the whole
did, with anecdotal 3x5 cards on the
weekly activities of individual children,
and with folders of their work. She de-
velops a social studies community interest

Program Experience: Field-Based Course in LEARNING EXPERIENCES FOR CHILDREN (3-6 years old, year-long, located on-site in area school)

COMPETENCY OBJECTIVES	ASSESSMENT	ILLUSTRATIVE STUDENTS
Learning Experiences (cont.)		
2.1 Provides classroom climate in which children develop security, respect for themselves and each other, and a sense of community	within the College's Grass Roots" Teacher-Parent Resource Center.	center in the room day in the week to work on projects of interest is such that to take children on field trips." Both teacher bring in artifacts that reflect the communities they have in community, and these lively group discussions display that is placed in the corridor for the rest of the school. contacts the local community as a feature on the Group cohesiveness greatly enhanced, as well as general improve considerably
2.2 When discipline problems occur, takes steps to resolve conflict or stop anti-social behavior in a way that does not assault child's dignity or sense of worth	As an alternative to a sharing paper, a student may demonstrate learning by doing a presentation to the class using media and/or materials, or by preparing a self-explanatory exhibit for the Teachers' Center which represents their curriculum development project.	
2.3 Selects and creates learning materials that are challenging, enjoyable, and attractive -- and frequently used by children		
2.4 Schedules day so as to maximize opportunities for continuity and depth in children's involvement in a given area of learning		
2.5 Organizes behaviorally cued space that guides children toward appropriate use of classroom interest areas and materials		
2.6 Records in descriptive form the learning and behavior of individual children over time		
3. Enables children to have a voice in determining both curriculum content and the shape of classroom structures described above.		

Experience: Field-Based Course in LEARNING EXPERIENCES FOR CHILDREN (3-6 hrs.)
(year-long, located on-site in area school)

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ILLUSTRATIVE STUDENT PERFORMANCE

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center in the room and devotes all of one
day in the week to allowing children to
work on projects in this area. Parental
interest is such that several volunteer
to take children in small groups on "mini
field trips." Both children and the
teacher bring in a variety of materials
that reflect the diversity of people and
places they have discovered in the com-
munity, and these serve to stimulate
lively group discussions and to make a
display that is placed for two weeks in
the corridor for the interest of the
rest of the school. The teacher also
contacts the local newspaper, which runs
a feature on the classroom projects.
Group cohesiveness and class pride are
greatly enhanced, and behavior problems
as well as general interest in school
improve considerably.

COMPETENCY OBJECTIVES	ASSESSMENT	ILLUSTRATIVE S
1. Assesses own present program for developing children's ability to communicate, including a description of: (a) stated and implied objectives, (b) classroom provisions (room diagram, schedule, regularly used materials), (c) curriculum organization, (d) typical activities, (e) methods of evaluating program.	Student submits an assessment (6th week of course) of present program. Assessment must include I. What are the major goals and objectives for developing communication? A. Skills B. Thought processes C. Attitudes D. Content	A 1st-grade present language a cludes that it cor of a basal reader to use by her scho she needs to someh ren's personal ora program to a great children's natural late both speaking designs a "Level- ing the basal and organization, but language experie and group dictatio connect'ion between words, extend chil bank," and heighte to read. She also meeting after spec trips or a circus children attended children's oral la munication.
2. Designs a communication skills curriculum plan for own class-room based on self-diagnosed needs and geared to one of three levels of <u>change</u> : (1) Maintains basic curriculum & classroom structure but enriches with additional teaching-learning ideas; (2) leaves classroom structure intact but makes substantive change in one aspect of communication skills program (e.g., reading program); (3) develops an activity-oriented, child-centered classroom which emphasizes the communication process and integrates skill growth in this area with other classroom activities.	II What classroom provisions have been made to meet these goals? A. room arrangement B. time schedule C. curriculum organization D. regular and exemplary activities E. use of special teachers (e.g. music, p.e. etc.) F. programs used	In a visit to the instructor mo dictation and part discussion. In a experience, the te would be valuable taped leading a cl instructor arrange
3. Implements curriculum plan.	III What methods are used for evaluation? A. cumulative record information B. standardized tests C. reporting systems to parents D. other records	

Experience: DEVELOPING AN INTEGRATED APPROACH TO COMMUNICATION SKILLS (6hrs.)
(year-long)

IVES

ASSESSMENT

ILLUSTRATIVE STUDENT PERFORMANCE

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Student submits an assessment
(6th week of course) of pre-
sent program. Assessment must
include

I. What are the major goals
and objectives for developing
communication?

- A. Skills
- B. Thought processes
- C. Attitudes
- D. Content

II What classroom provisions
have been made to meet these
goals?

- A. room arrangement
- B. time schedule
- C. curriculum organization
- D. regular and exemplary
activities
- E. use of special teachers
(e.g. music, p.e. etc.)
- F. programs used

III What methods are used for
evaluation?

- A. cumulative record
information
- B. standardized tests
- C. reporting systems to
parents
- D. other records

A 1st-grade teacher assesses her
present language arts program and con-
cludes that it consists almost entirely
of a basal reader which she is required
to use by her school. She decides that
she needs to somehow incorporate child-
ren's personal oral language into the
program to a greater extent and to use
children's natural interests to stimu-
late both speaking and reading. She
designs a "Level-I" program change, keep-
ing the basal and her present classroom
organization, but supplementing with
language experiences that use individual
and group dictation to strengthen the
connection between spoken and written
words, extend children's personal "word
bank," and heighten general motivation
to read. She also begins to use a class
meeting after special events like field
trips or a circus in town that several
children attended, as a way of improving
children's oral language and social com-
munication.

In a visit to a student's classroom,
the instructor models a language experience
dictation and participates in a class
discussion. In a conference after this
experience, the teacher decides that it
would be valuable for her to be video-
taped leading a class discussion, and the
instructor arranges for this.

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Program Experience: DEVELOPING AN INTEGRATED APPROACH TO COMMUNICATION SKILLS (6hrs.)
(year-long)

COMPETENCY OBJECTIVES

ASSESSMENT

ILLUSTRATIVE STUD

Communication Skills (cont.)

4. Designs a procedure for documenting and evaluating communication skills program, including (a) restatement of objectives and (b) description of materials and strategies to be used for documentation and evaluation.

5. Carries out evaluation of new communication skills program (see ASSESSMENT for components)

IV What are the most outstanding strengths and weaknesses of the present curriculum and program?

The student develops and submits a curriculum plan reflecting one of the levels of change mentioned above. This plan can be organized according to the outline used for the assessment or can follow Taba's 7- step design:

- step I diagnosis of needs
- step II formulation of objectives
- step III selection of content
- step IV organization of content
- step VI organization of learning experiences
- step VII determining what and ways and means to evaluate.

After instituting the plan in the classroom the student submits an evaluation and documentation report (eg. written report, slide-tape, videotape, photographic essay) based upon the curriculum plan.

The teacher e gram, using, in ad the children in th of words in childr number of times th from the school li paperback stand, a children who contr to each class disc anecdotal descript language and other gaged in these new result of her eval to hold a class me relegate the basal dinare role in an experiences progra

A fifth grade ment indicates a c tion based upon se ments for each sub area. Because of teaching is based grams and texts wh mastery and skill ignore the develop cences and attitud cides to maintain skills by maintain ments and using th

Experience: DEVELOPING AN INTEGRATED APPROACH TO COMMUNICATION SKILLS (6hrs.)
(year-long)

IVES

ASSESSMENT

ILLUSTRATIVE STUDENT PERFORMANCE

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- step I diagnosis of needs
- step II formulation of objectives
- step III selection of content
- step IV organization of content
- step VI organization of learning experiences
- step VII determining what and ways and means to evaluate.

After instituting the plan in the classroom the student submits an evaluation and documentation report (eg. written report, slide-tape, videotape, photographic essay) based upon the curriculum plan.

The teacher evaluates her new program, using, in addition to progress of the children in the basal, the number of words in children's word bank, the number of times they take a book home from the school library or classroom paperback stand, and the number of children who contribute at least once to each class discussion, as well as anecdotal description of children's language and other behavior while engaged in these new activities. As a result of her evaluation she decides to hold a class meeting each day and relegate the basal reader to a subordinate role in an expanded language-experiences program.

A fifth grade teacher's assessment indicates a curriculum organization based upon separate time allotments for each subject matter and skill area. Because of this arrangement her teaching is based upon a series of programs and texts which stress content mastery and skill development but largely ignore the development of thinking processes and attitudes. The teacher decides to maintain the present stress on skills by maintaining the same time allotments and using the same texts and

Program Experience: DEVELOPING AN INTEGRATED APPROACH TO COMMUNICATION SKILLS (6hrs.)
(year-long)

COMPETENCY OBJECTIVES

ASSESSMENT

ILLUSTRATIVE

Communication Skills (cont.)

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rience: DEVELOPING AN INTEGRATED APPROACH TO COMMUNICATION SKILLS (6hrs.)
(year-long)

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ASSESSMENT

ILLUSTRATIVE STUDENT PERFORMANCE

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programs in those areas. In addition she provides extra skill emphasis by developing a criterion-referenced skill file and an individualized spelling program, both of which are used by the children according to their specific skill needs. To emphasize the development of thinking processes and attitudes she establishes a 2-hour block of time each afternoon for work on projects and activities replacing the time allotments for social studies, science, and health.

The evaluation of the new curriculum indicates that the activities are much more interesting to the children than the social studies, science and health "periods" were. Many of the projects indicate a great deal of thought and effort by the students. On these bases the teacher decides to expand the project and activity time to include the entire afternoon time period.